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AUTHOR	Brophy, Jere
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ABSTRACT

Perfectionist students are not satisfied with merely doing well or even with doing better than their peers. They are satisfied only if they have done a job perfectly. Problems associated with forms of perfectionism that focus on seeking success are relatively minor, but problems associated with forms of perfectionism that focus on avoiding failure can be destructive to achievement motivation. This digest lists the characteristics of student perfectionism, including: (1) performance standards that are impossibly high and rigid; (2) motivation from fear of failure; (3) difficulty in taking credit or pleasure in accomplishments because such achievement is merely what is expected; and (4) procrastination in getting started on work that will be judged. The digest then discusses the performance norms and work expectations that perfectionist students need to relearn, including understanding that: (1) schools are places to learn knowledge and skills, not merely to demonstrate them; (2) errors are normal, expected, and necessary aspects of the learning process; and (3) it is usually more helpful to measure progress by comparing where one is now with where one was, than by comparing oneself with peers or with ideals of perfection. The digest concludes with a list of strategies that effective teachers can use to help perfectionist students, including: (1) building a friendly, supportive learning environment; (2) establishing that mistakes are a normal part of the learning process; and (3) articulating expectations that stress learning and improvement over perfect performance on assignments. Through such strategies teachers can learn to support the success-seeking aspects of achievement motivation while working to reduce unrealistic goal setting. (LPP)

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ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois • 51 Gerty Drive • Champaign, IL 61820-7469
(217) 333-1386 • (800) 583-4135 • ericeece@uiuc.edu

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如何對待完美主義的學生
(Working with Perfectionist Students)

杰瑞・卜若菲 (Jere Brophy)

完美主義的學生並不儘儘滿足于做的好或比同伴做的好。只有當他們把一項工作做得完美無缺，無可挑剔，他們才會滿意。完美主義在一定程度上包含了對有難度但可能達到的目標的追求。這屬於健康的成就動機中追求成功的一方面，它是學生成功的寶貴財富，也是教師促進學生進步的有利工具。但是，即使是强調追求成功的完美主義在一定程度上也會帶來問題，因爲學生過于注重贏得與同伴的競爭而不是達到個人目標(Furtwengler & Konnert, 1982)。

與關注避免失敗的完美主義相比，强調成功的完美主義的問題是相對較小的(Burns, 1980)。懼怕失敗（或懼怕責備、拒絕、和其他的失敗所帶來的社會性後果），尤其當這種懼怕强烈、持久時，對成就動機極其有害。這種懼怕的受害者常常儘量地逃避一些情景，因爲在這些情景中他們的表現會按優秀的標準受到評判。如果無法逃避，爲保護自尊心他們便表達很低、很容易達到的目標，或表達很高而不可能達到的目標，實際上他們並不努力去争取成功。在學校，許多這樣的學生成爲了異已的低成就者。

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完美主義學生的特質：

佩德(Pacht，1984)列出了完美主義學生的綜合症狀：

·標準常常高的不現實或不必要的嚴格；

·動機更多出於懼怕失敗而不是出自追求成功；

·評估自我價值完全根據成就的多少；

·評價事物總是用要么全好要么全坏的絕對標準，除了完美的結果，其他都是失敗；

·很難感到高興和滿意，即使成功，也是如此，因爲這種成功是預料之中的；

·對于將受到評價的任務總是拖延；

·長時間地拖欠作業，或重複地重新開始。因爲作業從開始就要完美並且要保持到結束。

完美主義學生的其他症狀還包括不主動的回答問題，除非他們很確定正確答案；過于情緒化；對小的失敗的“好似滅頂”的强烈反應；以及由于拖延和過于熱衷重新開始造成的低效率。

對待完美主義的學生

完美主義的學生需要重新學習和樹立正確的成功標準和期望，他們必須理解：(1)學校是學習知識和技能的地方，而不僅僅是展示自我的地方；(2)犯錯誤是正常的、預料之中的，是學習過程中不可避免的；(3)每個人都會犯錯誤，包括老師在內；(4) 没有理由僅僅因爲犯了錯誤而貶低自我、懼怕懲罰；(5)每個人與自己的過去相比是更有意義的進步，而不是與同伴或完美主義的理想作比較。

斯尉特和斯派尉克(Swift & Spivack，1975)强調幫助完美主義者樹立更現實的期望是一個需要教導的過程，對他們的教育必須在接受他們追求成功的動機和他們自我成就的需要得到滿足的情形中進行。教師不應該認爲他們的追求是好高務遠而不予理

睬，而應該積極傾聽，鼓勵他們表達自己的關注，弄清楚他們是否對此非常認真，和他們共同努力有步驟地解決問題。我們的目標是幫助完美主義學生二十、三十度的轉變，而不是一百八十度的大轉變(Pacht, 1984)。

教師都希望學生保持高目標的追求並能付出全部努力，在這個過程中保持靈活性、高效率，並不陷入死板和被動。干預的努力常常帶有認知重建的特征。麥倫泰若(McIntyre, 1989)對與完美主義學生相處提出了以下建議：允許犯錯誤，把作業分成大綱、初稿、定稿幾個階段，只對定稿提出一定的要求；討論對錯誤的適當的反應；經常性地利用不判成勣的作業鼓勵創造性、個性化的反應而不是正確的答案。如有必要可以通過限制他們花在作業上的時間和修改的次數來減少他們拖延作業。

教師必須注意提供幫助時不能讓學生過于依賴他們，尤其是當學生向教師征求對作業的每一階段的意見時。幫助的目的是讓學生逐漸學會獨立工作和學習。

有效的教師策略：

卜若菲和若坎普(Brophy & Rohrkemper, 1989)發現教師可以通過以下的方法有效地吸引、勸說和改變完美主義學生的態度：

- 營造友好、支持的學習環境；
- 樹立正確看法：犯錯誤是學習過程中不可避免的方面；
- 教師應使自己成爲關心學生進步的教導者，而不是只關心評判學生表現的權威形象；
- 明確表明自己對作業的期望：强調學習和進步而不是完滿的表現；
- 解釋完美主義有時會妨礙有效的完成任務；
- 讓這些學生確信他們會獲得成功所需要的幫助，通過幫

助、交流，教師肯定學生的進步和成勣。

成功的教師都認爲對待完美主義學生最無效的方法是批評、貶低、懲罰、控制、壓抑完美主義的傾向，忽略問題而不是解決問題(Brophy, 1995)。

結語

由于過于注重不犯錯誤而不是學習，完美主義的學生常常表現出對自己成勣、進步的不滿。他們不積極地參與課堂討論，並形成了效率低下的工作方式。分辨完美主義學生可以通過觀察他們的行爲和與他們討論妨礙他們參與和表現的習慣。積極的教師會非常嚴肅的對待完美主義的學生，理解、接受他們良好的意願，同情他們窘迫和受挫的感受。教師可以試著支持和强化他們追求成功的動機，同時幫助他們降低不現實的目標。

譯者：王曉慧(Translated by Xiaohui Wang)

本文征得作者的同意，摘自

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